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AUTHOR Kramer, Frank
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ABSTRACT

The entrepreneurial development and experiential education environments of Oakwood College, Huntsville, Alabama, are described. The college-owned industries of the dairy, farm, garment and linen service, bakery, food manufacturing, convenience store, and snack bar are discussed in terms of markets and marketing, permissions and protections, management and business services, financial aspects, facilities and materials, and schedules and staffing. Steps in the planning, decision-making, and implementation of a business venture are outlined. The principal characteristics of experiential education, including forms of implementation, work arrangements and supervision, and outcomes, are discussed. It is concluded that the primary financial benefit to the college from the industries program results from the opportunities provided for student employment. The college enterprises also sell to the college and to outside markets, generating sales income. (SW)

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Phelps Stokes Fund
Educator for Human Development



COOPERATIVE EDUCATION: ENTREPRENEURIAL DEVELOPMENT

BY

COLLEGES AND UNIVERSITIES

A Case Study of Oakwood College, Huntsville, Alabama

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Task 14, Grant No. 99-06-09589

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November, 1977

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Prepared by
Frank Kramer, Consultant

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Washington, D.C.

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Suite 1100
1029 Vermont Avenue, N. W.
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Preface

This report describes the entrepreneurial development and experiential education environments of Oakwood College, Huntsville, Alabama. The study was conducted under task 14 of Grant No. 99-06-09589 to the Phelps-Stokes Fund by the Economic Development Administration of the U.S. Department of Commerce. The objectives of the program, "Cooperative Education: Entrepreneurial Development by Colleges and Universities," are directed toward helping participating colleges establish profit-making enterprises

- to provide needed revenue for endowment or discretionary purposes
- to broaden the college's appeal to prospective students
- to supply a constant source of student aid through part-time employment opportunities
- to give students training for future careers through apprenticeships.

Task 14 of the program grant required the Phelps-Stokes Fund to "complete and publish case studies for two institutions already involved in similar efforts." This report and its companion report, "A Case Study of Berea College, Berea, Kentucky," were prepared in fulfillment of that task.

On-site visits to Oakwood College were made on May 30 through June 1, 1977, and June 27-30, 1977. The first visit was made by Mr. Robert J. Small and Mr. Frank Kramer; the latter on-site visit was made by Mr. Kramer. Oakwood College's Director of Development, Mr. Harold Lee, and his staff including Mr. K. E. Forde and others, in both instances prepared interview schedules for the data gathering activities.

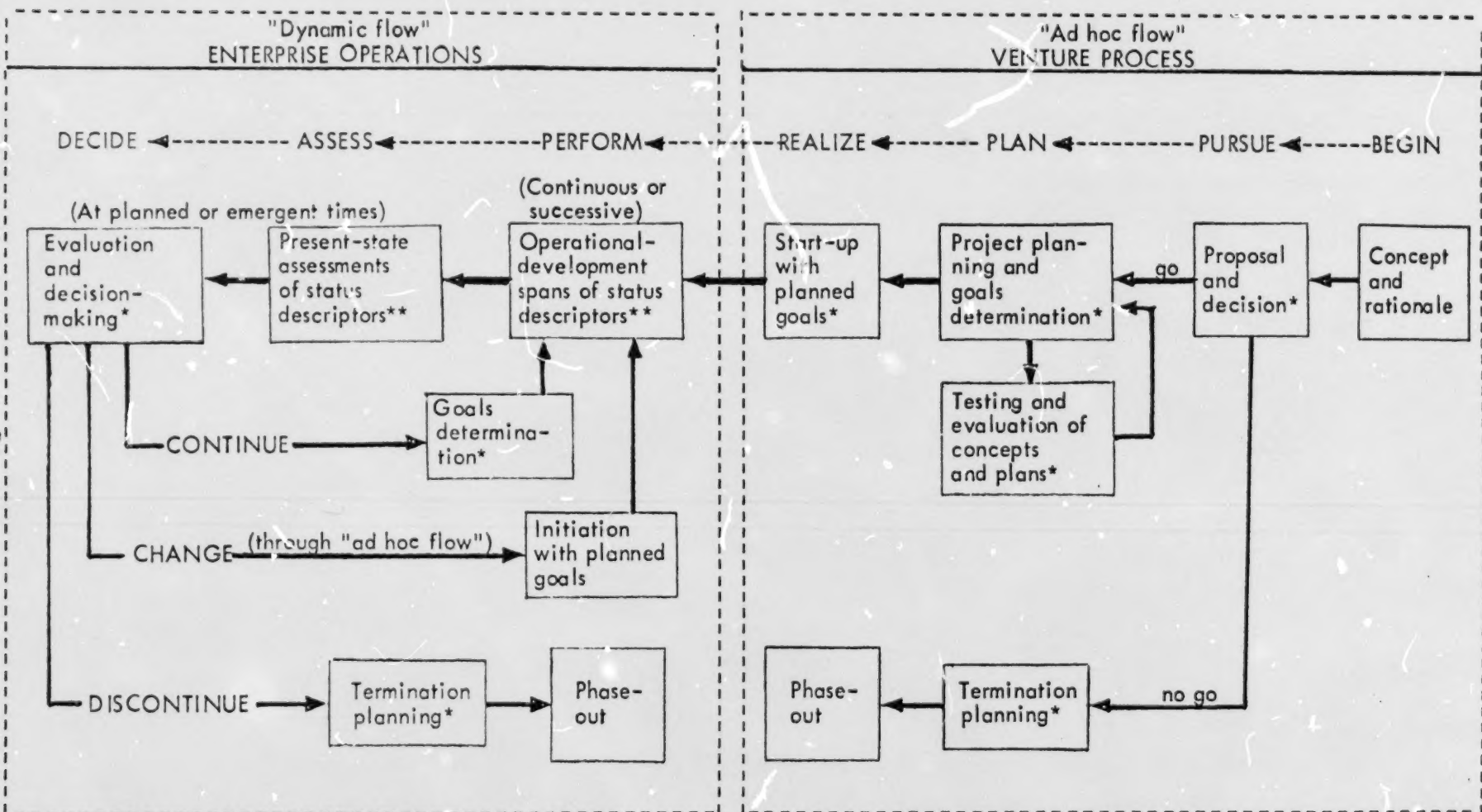
Appreciation is expressed to Dr. Calvin B. Rock, President; Mr. Adell Warren, Business Manager; Mr. Leroy Hampton, Director of Student Finance; Mrs. Zeola Allston, Director of Student Activities; Mrs. Clara Rock, Archivist; Mr. Harry W. Swinton, Manager, College Enterprises; Mr. Charles Turner, Manager, Dairy and Farm; and Mr. Sylvanus Merchant, Manager, and Mr. David McRoy, Assistant Manager, Garment and Linen Service.

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Exhibit 1:

VENTURES AND ENTERPRISES: A relationships-flow model of concept and operations management



- * Points at which a revised concept may be generated; i.e., a possibility for re-entry to the "ad hoc flow" chart.
- ** "Status descriptors" include: Line(s) of business, Markets and marketing, Permissions and protections, Management and business services, Financial, Space/facilities/materials, and Processes/schedules/staffing

The Venture Process, or ad hoc flow, portion of the diagram applies to the origins of the enterprise ideas and their development to the point of implementation. This portion, therefore, refers to start-the-enterprise functions including concept and rationale, proposal and decision, project planning and goals determination, testing and evaluation, and start-up of the enterprise with planned goals. Part III, "Projected Business," provides further description and illustration of the Venture Process.

The Enterprise Operations, or dynamic flow, portion of the diagram refers to run-the-enterprise functions including both planned and opportunistic developments, enterprise operations over time, and the assessments and decisions required in continuing and improving the enterprise. Note that within normal enterprise operations, decisions to change existing enterprise premises, constraints, procedures, or operations are made by proceeding through a variant of the ad hoc flow process. In the report, Part II, "College-Owned Enterprises," provides further description and illustration of the Enterprise Operations process.

C. OAKWOOD COLLEGE

Oakwood College is the outgrowth of the Oakwood Industrial School founded in 1896 by the General Conference of the Seventh-day Adventists. After a number of years of successful operations the name was changed to Oakwood Manual Training School. In 1917, two years of college work were offered, and the school was known as Oakwood Junior College. In the spring of 1943, another forward step was taken by the institution when it was advanced to the status of a senior college. Since that time it has been known as Oakwood College. In 1964 Oakwood College became a member of the United Negro College Fund.

The institution is owned and operated by the General Conference of Seventh-day Adventists as a college for Christian higher education.

— p. 31, Oakwood College 1976-1977 Bulletin.

1. Experiential education

Oakwood College's Bulletin indicates that the objectives of the College are spiritual, intellectual, cultural, personal adjustment, physical, and vocational. Experiential education opportunities at Oakwood College are directed primarily to the vocational objective:

Oakwood College endeavors to teach its students the dignity of labor, to train them in practical work which will enable them to cope with life situations, to impart skill and knowledge in certain vocations best suited to the student's interests and aptitudes, and to offer professional and preprofessional courses which will aid the students in their choice of a vocation.

— Bulletin.

The philosophy of developing total person capacities--head, heart, and hand--has, when combined with the requirements for student financial assistance for meeting educational expenses, traditionally found work as the main source of aid from the College to its students. Work opportunities are provided by the College to enable the student, through labor, to pay a portion of college costs. Family contributions and student labor credits, in combination, usually pay the costs of education. The College provides several hundred thousand dollars of work opportunities each year through its experiential education programs.

2. Environmental demands

Oakwood College has indicated that the average student "comes from a non-affluent family (approximately 60% from low income homes earning \$7,500 or less) and must therefore work to offset the cost of his education" (Oakwood College Industrial Self-Help Program Fact Sheet). The student body includes representation from most states and several foreign countries.

For full-time students (13-16 hours), the following financial information applies for the 1977-1978 school year:

Tuition package per quarter for residence hall students	\$700.
Residence hall package per quarter	465.
Student Association fee per quarter	<u>12.</u>
Total cost for dormitory residence students:	\$1,177.

Students who take from 9-12 hours pay \$600 per quarter for the tuition package if they are residence hall students; the other fees are as indicated above.

3. Auxiliary enterprises

At Oakwood College, the vocational objective is directed to the immediate practical benefits of labor. Students are encouraged to include work activity as a part of their daily program. The College provides work scholarship programs to give financial assistance to its student clientele. While the student's work assignment may be different or less specific than his area of occupational or professional concentration, such a program is designed to create an attitude of industriousness and expectation of meaningful accomplishment as well as monetary assistance.

— p. 9, An Institutional Self-Study of Oakwood College (1969-71).

Oakwood College operates auxiliary enterprises to furnish services to its students, faculty, and staff. A current list of such enterprises includes :

- Bookstore
- Cottages
- Dairy
- Farm
- Garden
- Garment and Linen Service
- Oakwood College Enterprises: Bakery, Food Manufacturing, Convenience Store, and Snack Bar
- Literature
- Student Housing (dormitories)
- Food Services (cafeteria).

Over the life of the College, enterprises including printing, woodworking, broom making, and quarrying have also been Oakwood College enterprises.

II. COLLEGE-OWNED ENTERPRISES

From the full range of auxiliary enterprises at Oakwood College, several of the industries were chosen for case study documentation. The selected enterprises include

- "College Enterprises"--the group name for the Bakery, Food Manufacturing, Convenience Store, and Snack Bar
- the Dairy-Farm
- the Garment and Linen Service.

Oakwood College's origin was a farm. The Farm has continued over time as one of the College's industries; acquisitions of land have increased its area to over 1,100 acres. Forty acres comprise the main campus; over 600 acres are under cultivation.

The Store was started and developed principally as a convenience to staff and students. The "College Enterprises" group has in recent years experienced significant growth as the student population and economic environment of the College have grown.

Laundry enterprises have also characterized the College industry since the early days. The present form of the Garment and Linen Service dates from the expansion of economic activity in the Huntsville, Alabama, area, particularly the Redstone Arsenal and the Space Center expansions following World War II.

In other instances, the College's early industries have not continued to the present time. Some, however, such as a printing enterprise, have been considered periodically as possibilities for successful resumption.

Some idea of the growth of Oakwood College's industries, shown as an accompaniment to the growth of the Oakwood College student body, is provided in Exhibit 2. In total, from year-end June 1970 through year-end June 1976, the student body grew from 550 to 1,100, doubling its size. In this same period, annual receipts from the industries chosen for study grew from a total of \$407,464 to a total of \$908,541, an increase of 123%. Separate rates of increase for the industries were 112% for Dairy and Farm, 59% for the Garment and Linen Service, and 216% for College Enterprises. Of the College Enterprises group, the largest rate of increase was experienced by the Convenience Store, which increased its volume fourfold.

Exhibit 2
ANNUAL RECEIPTS (IN \$)

<u>Year-end June</u>	<u>Number of students</u>	<u>Annual sales receipts</u>			
		<u>Dairy and Farm</u>	<u>Garment and Linen</u>	<u>College Enterprises</u>	<u>TOTAL</u>
1976	apprx. 1,100	\$282,651	\$242,968	\$382,922	\$908,541
1972	684	\$190,195	\$168,929	\$151,290	\$541,414
1970	550	\$133,198	\$153,276	\$120,990	\$407,464

The purpose of this part of the report is to describe Oakwood College-owned industries chosen for case study. While each of the industries could be described in a separate section, the subparts of this part of the report are organized to discuss the enterprise "status descriptors" introduced in Part I and to describe the Oakwood College industries in illustrations of their application. The subparts are

- A. Line(s) of business
- B. Markets and marketing
- C. Permissions and protections
- D. Management and business services
- E. Financial
- F. Space, facilities, and materials
- G. Processes, schedules, and staffing.

Part V, "Conclusions," of this report discusses the economic and educational benefits derived by Oakwood College from its business enterprises program.

A. LINES OF BUSINESS

Line of business refers to an organization's major goal-directed activities.

Oakwood College: Lines of business

Oakwood College's primary line of business is education. The enterprises represent secondary and supportive lines of business in which the College has elected to engage.

Several characteristics describe the secondary lines of business of the College. Each enterprise is income-directed; each is expected to generate revenues sufficient to pay its own way and, usually, to return a profit. Each enterprise is viewed as a placement source for students who require income to support their educational enrollment; further, the enterprises are experiential education resources for student learning. At Oakwood College, the auxiliary enterprises are compatible lines of business in that the function of each, at least in part, is to serve the general faculty-student market. The enterprises also represent diversification by the College into several lines of business.

The particular lines of business to be studied further in this case study, as mentioned earlier, are the Dairy and Farm, the Garment and Linen Service, and College Enterprises (Bakery, Food Manufacturing, Convenience Store, and Snack Bar).

B. MARKETS AND MARKETING

For a particular enterprise, the potential markets stem from the line of business. Identification of those markets and the art of successfully exploiting their potential is, in turn, the aim of the marketing function of each enterprise.

Oakwood College: Markets and marketing

The success of Oakwood College enterprises in marketing derives from considerations of product, place, price, and promotion.

Product describes what (in intangible and tangible characteristics) is provided to the market. Oakwood College industries primarily fulfill the needs of the student (College) market. Surplus output, however, is sold to other markets.

Place refers to channels of distribution. Its variety of application at Oakwood College is illustrated by direct-to-student sales (Snack Bar, Convenience Store, and Garment and Linen Service), by indirect sales (Dairy, Bakery, and Food Manufacturing enterprises sell to the College which in turn provides the products in the cafeteria), by wholesale sales (unprocessed milk to a processor; farm crops), and by other sales.

Price refers to product and service pricings. Generally, Oakwood College enterprises have adopted current market prices. Price, however, for the Garment and Linen Service is particularly important in seeking competitive contracts--in this instance, the pricing policy may serve to win the contract.

Promotion refers to the advertising and marketing of Oakwood College enterprises and their products. Word-of-mouth advertising is the major promotional method.

Particular descriptions of product, place, price, and promotion activities, as they apply specifically to the college industries studied, are provided below.

1. Dairy and Farm

Farm products of Oakwood College presently consist of three crops: corn, soybeans, and cotton. Some crops are grown for cash sales. Corn, however, is grown principally to prepare silage for the cattle herd.

The Dairy operation produces raw milk, of which one-third to one-half of the supply is processed to packaged milk for sale to the Cafeteria and for resale through the Convenience Store and Snack Bar. The remaining milk is wholesaled to a commercial processing dairy. Processed milk is packaged in half-gallon, pint, and half-pint container sizes. Juices and special drinks are packaged also; the former during the school year into half-pints; the latter into half-gallon and half-pint containers year-long for Convenience Store sales. Pricing for milk bulk sales is regulated by the Alabama Milk Control Board; for direct sales prices, the Dairy adopts normal retail price.

2. Garment and Linen Service

The Garment and Linen Service of Oakwood College operates as a major laundry and drycleaning establishment in the Huntsville area. Substantial business volume is derived from a contract competitively awarded by the Redstone Arsenal; this contract permits an on-site pick-up and delivery center to be established at the Redstone Arsenal for the convenience of military and civilian personnel. In addition, the Oakwood College enterprise has obtained other contracts, several for the drycleaning of area school ROTC uniforms. Further, several motels and hotels in the area have arranged to be on the pick-up and delivery routes, thus providing laundry and drycleaning services for their customers. Finally, area public, staff, and student customers are served directly at the Garment and Linen Service's building.

The government contracts awarded to Oakwood College's laundry have established for it a reputation as a source for military services (e.g., uniform

creases, identification of garments, and other appreciated services). The factor of appropriate pricing policy, however, has been extremely important in the College's ability to win the contract award, in a competitive bid situation, at the three-year intervals in which it is let.

Oakwood College advertises the Garment and Linen Service each week in the Redstone Arsenal publication.

3. "College Enterprises"

The Convenience Store is the leading enterprise of the College Enterprises group. Following its Seventh-day Adventist foundation, the health foods carried by the Convenience Store provide the most extensive selection in the Northern Alabama area. The Convenience Store also has gas pumps, carries Oakwood College Bakery and Dairy products, and offers, at six to eight week intervals, "case lot" sales of health foods to the general public.

Oakwood's Bakery prepares non-preservative breads, pies, and pastries. The Food Manufacturing operation prepares high protein meat substitutes for Cafeteria and Snack Bar service. The Snack Bar is operated as an alternative on-campus food and social resource.

Convenience Store sales are comprised one-half of health foods, with the remaining half formed by groceries, souvenirs (a collective label for clothing and other items which often bear an "Oakwood College" insignia), non-food (hardware and household) items, and health and beauty aids. While most items sold by the Convenience Store are priced at suggested retail, the volume of business done in health foods permits a highly competitive pricing structure for those items. The Store's sales are aided by the practice of acceptance of cash, major credit cards, and a system of student card and College department charges.

The Bakery serves the Cafeteria, Snack Bar, retail bakery products for Store sales, and wholesale sales to several dozen local stores and restaurants.

Promotion of Oakwood's "College Enterprises" group includes alternate day radio "bulletin board" announcements. The primary promotion, however, is by word-of-mouth advertising. When an individual, for example, expresses liking of a trial of an Oakwood College Bakery product, the caller is urged to "ask your neighborhood grocer to stock it."

C. PERMISSIONS AND PROTECTIONS

Permissions and protections refer to the legal form of the enterprise, its ownership interests, and the risk management and enterprise insurance coverages obtained. Appropriate legal, tax accounting, financial, and insurance advisors are requisite to a college's entrepreneurial program.

A college's operation as a non-profit organization--its charter, state laws, federal laws, and other considerations--necessitates careful planning of profit-making enterprise activities.*

Risk management and enterprise insurance requirements for a college-owned business do not differ from those characterizing privately owned companies. Protections including workmens' compensation, casualty (automobile, fire, etc.), liability, burglary and theft, and accident insurances are usual. Special coverages may also be necessary, such as boiler and equipment, delivery truck cargo, and other risks associated with particular enterprise.

Oakwood College: Permissions and protections

At the time of case study interviews, Oakwood College's industries were characterized as being college-owned, separately managed activities of the College, whose managers reported to the Business Manager and whose profits (losses) were included in the overall accounting statements of the College.

The College anticipates the possibility of changes in this pattern to occur in the future: first, a possibility of having to declare the enterprises as profit sources and to pay taxes on their incomes; second, change of the industries to owned subsidiary company status.

D. MANAGEMENT AND BUSINESS SERVICES

"Most businesses fail because of a lack of good management."

— p. 14, publication OPI-6, Small Business Administration
(December 1976).

While a college's numerous constituencies (board of directors, administration, faculty, alumni, and students, as well as government, education, and community

* For further information, see Robert Nicolas, "Selected Tax Problems of College Entrepreneurship," paper presented at the Phelps-Stokes Fund Seminar on Entrepreneurial Development by Colleges and Universities, August 14-15, 1977, Leesburg, Virginia.

bodies) form a rich resource of relationships, a college-owned enterprise tends to require and develop special constituencies of its own. Requisite government licensing and inspection programs characterize many types of enterprises. Management of an enterprise is also aided by cooperative involvement in industry and community trade groups.

The industry manager must know the business, its requirements for operation, and its relationships to supplier resources and customer markets. In addition, the manager's expertise is supplemented by access to professional legal, finance, insurance, and other advisors. Further, the enterprise's asset acquisitions and contractual operations make available to the management the experience and help of other businessmen. Finally, resources for industry management membership and participation in industry and community trade groups should be provided, to keep the college enterprise management up to date.

Oakwood College: Management and business services

Each manager of an Oakwood College enterprise had prior experience in the type of enterprise managed. The managers of the enterprises hold memberships in industry trade groups; an on-campus information exchange is provided through regularly scheduled meetings of the Business Manager and the several industry managers. Professional advisors for legal, financial, and risk management matters provide counsel to the College. At the individual industry level, each management is involved with the ongoing network of operational relationships which characterize the industry: government agencies (licensing, inspections, etc.), other business specialists (equipment service contractors as well as present and potential suppliers), and customers.

Functioning as a standing committee of the Board of Trustees, a Committee for Industrial Expansion has responsibilities ". . . to study the present operation of the College industries, the need for additional industries, and the better utilization of the present campus industries" (p. 21, Self-Study).

E. FINANCIAL

Insufficient capital is ranked regularly just following managerial inexperience as a contributory cause of business failures. Adept use of available capital resources is a complicated matter, for the financial environment of an enterprise includes such considerations as:

- investments in capital assets;
- investments in inventories;
- budgeting, working capital, and cash flow requirements and patterns; and
- income-expense trends and profitability.

Typically, the enterprise has investments in use or ownership of land and building, equipment, automotive vehicles, and inventories. Typically, also, the revenues generated (cash receipts or in-flow) do not match the expenses (cash out-flows) experienced during the same time intervals; this imbalance necessitates the anticipation of budgeted amounts, often including non-recurring expenditures, and the managing of working capital to assure cash on hand to pay expenses. Further, an enterprise anticipating growth requires planning: assumptions as to sales, decisions as to funding the increased capacity (particularly fixed asset expansion and financing of larger inventories), and the new mix of cash flow and working capital needs which expansion entails. Enterprise management requires timely financial information: bookkeeping to an appropriate chart of accounts, with regular statements of income and expenses, and comparative-to-budget statements. Finally, the enterprise's operational and financial records should make possible bottom-line types of evaluation: profitability, assessment by conventional ratios for measuring business operations, recognition of trends in expense-income activities, and assessments as to the attainment of planned and budgeted goals.

Oakwood College: Financial

Demonstrating that aggregate capital investment in significantly sized existing businesses may be large, Oakwood College's cost-basis (cost at time of investment, some dated several years ago) investments in buildings, equipment, and automotive vehicles for the case study enterprises represent approximately one-half million dollars each in the Dairy-Farm and Garment and Linen Service, and one-quarter of a million

dollars in the College Enterprises industry. Additionally, as of year-end 1976, about \$100,000 investment in inventory was maintained by the Dairy and Farm (including livestock), \$50,000 inventory in College Enterprises, and several thousand dollars of inventory in the Garment and Linen Service. (The composition of these fixed assets and inventory accounts is described in subpart F, "Space, facilities, and materials".)

The enterprises generally use the previous year's operating characteristics as the basis for budgetary projections of current year performance. Trends in income and expenses are projected as necessary to reflect changing compositions and business expansion likelihoods. The sub-sections below describe for each enterprise the income and expense categories into which income and expenses are collected for purposes of financial reporting. These current fund expenditure statements suggest operational characteristics of the enterprises. (Part V, "Conclusions," provides information about the financial returns of enterprise operations.)

1. Dairy and Farm

Farm and Dairy financial statements are separately prepared. Farm income is reported by a single category; Dairy income is separated by department sales (to cafeteria), bulk milk sales, and retail sales.

Expenditures for both the Dairy and Farm include a cost-of-materials calculation (beginning inventory plus purchases minus the ending inventory). Expenses other than materials purchased include salaries (manager and office staff), time card payroll (this reported in ~~these~~ parts: non-student labor, student labor, and work-study),* staff benefits, travel, and supplies. Overhead expenses are reported as listed below:

Dairy		Farm	
Telephone	Trash collection	Equipment repairs	Equipment depreciation
Truck expense	Lease expense	Truck expense	Lease expense
Building repairs	Insurance	Land rent	Fuel
Equipment repairs	Building deprec.	Harvesting expense	
Electricity	Equipment depreciation	Insurance	
Heat			

The expenditure categories add up to total expenditures; that figure subtracted from total income indicates net profit (or loss).

* Part IV, C, "Implementation forms of experiential education," describes the characteristics of the student labor and work study programs.

2. Garment and Linen Service

A single statement for this enterprise reports income by commercial and student categories.

Expenditures include the cost of materials, salaries, time card payroll (again, non-student, student, and work-study labor), staff benefits, travel, and supplies. Overhead items include.

Telephone	Building depreciation
Building repairs	Equipment depreciation
Equipment repairs	Heat and power
Truck expenses	Claims
Electricity	Grounds.
License	
Insurance	

3. College Enterprises

Bakery, Food Manufacturing, Convenience Store, and Snack Bar financial statements are separately prepared. Convenience Store income is subdivided by retail and department (college) sales. Bakery, Food Manufacturing, and Snack Bar income totals are reported as aggregate categories. A total, summary, statement for College Enterprises is also prepared.

Expenditures include categories listed below (note: the cost-of-materials calculation is expressed by "supplies"):

Salaries	Equipment repairs
Non-student labor	Custodial
Student assistants	Utilities
Work study	License
Staff benefits	Insurance
Travel	Grounds
Telephone	Trash collections
Advertising	Depreciation--building
Supplies	Depreciation--equipment
Building repairs	Rent.

F. SPACE, FACILITIES, AND MATERIALS

The tangible aspects of an enterprise--what a visitor to an enterprise's location actually sees--include something of the enterprise's space, facilities, materials, products, and, of course, people. Not only are these characteristics of the enterprise most impressionable for visitors, they also may be most influential for the enterprise management as well. Too elaborate or large or costly space, too sophisticated machinery (often complex, single purpose equipment), too extensive an inventory, too exclusive an inventory, too much ownership of assets (thus constraining working capital)--these and other decision outcomes have created difficulties for many enterprises.

Asset selection and investment, as well as inventory composition and level decisions are difficult managerial judgments--matters which utilize time, money, space, and labor, and require confidence in prediction of the timing and amounts of anticipated sales. The concomitant investments of funds expose the enterprise to risks at the same time as the investments establish requisite conditions for income.

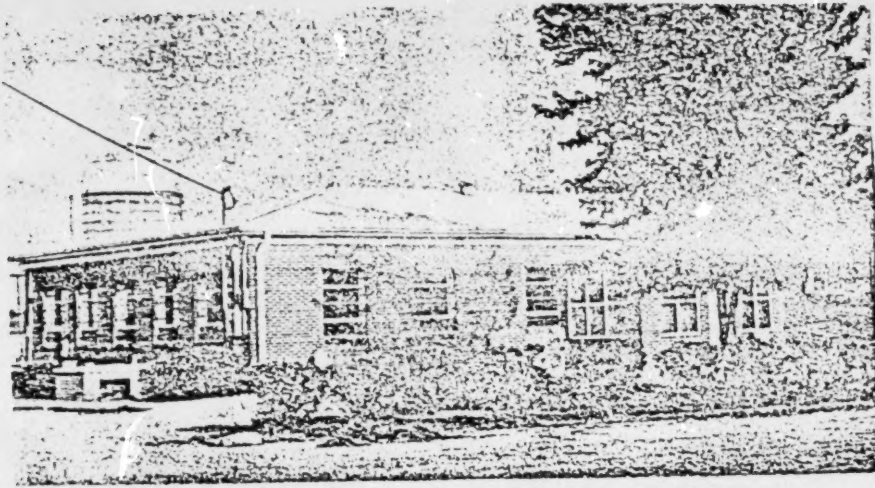
Oakwood College: Space, facilities, and materials

The visitor to Oakwood College is impressed with the pragmatic nature of enterprise investments. A Seventh-day Adventist foundation advocates a "pay cash" philosophy. Consequently, the necessity of readying for cash investments bears evidence of regulating procurement decisions. The visitor sees evidence of the investment, preservation, and enhancement of funds. A conservative financial approach, coupled with the scarcity of investment funds, is demonstrated by effective and efficient business plants. An overview of the space, facilities, and materials for each enterprise studied is provided below. Illustrations of the buildings occupied are shown by Exhibit 3.

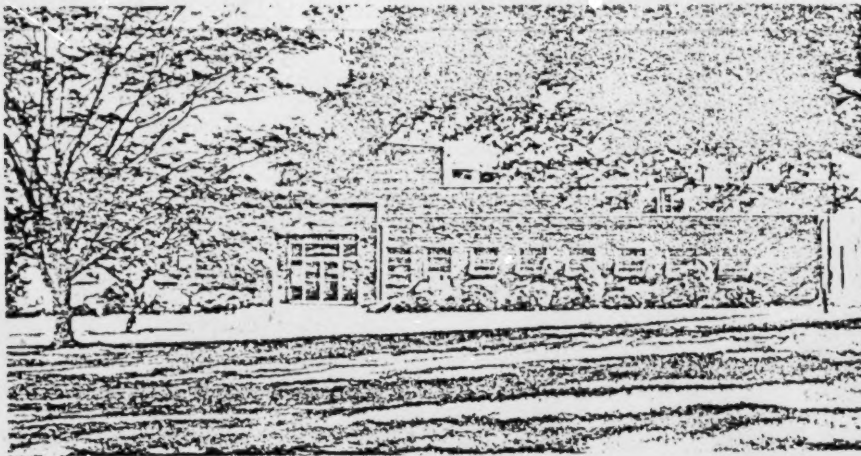
1. Dairy and Farm

A concrete block and brick veneer structure, the Dairy building was constructed in 1960, contains 4,171 square feet, and is located on campus. Offices, storage rooms, a 12-station milking parlor, and the dairy processing plant are located within. Other buildings for the Dairy and Farm include three silos, barns, sheds, and feed lots.

Exhibit 3: Industry Facilities



THE COLLEGE DAIRY



THE COLLEGE LAUNDRY



THE COLLEGE STORE, BAKERY AND POST OFFICE COMPLEX

Facilities include:

Dairy

bulk tank
bulk type pasteurizer
short-time pasteurizer
homogenizer
storage tanks
packaging machine
pipe washer
can washer
milking machine
rinse-omatic
sweet water tank (chemically
treated water to cool milk)
condensers
dairy truck and other trucks.

Farm

tractors (4)
combine
high boy (cotton picker-processor)
silage cutter
hay conditioner
bush hawks (mowers) (2)
cotton picker
cultivators for cotton (3)
flat bottom plows
disks (3)
planters (various).

Supply and material expenditures for the Dairy primarily include cartons for milk, juices, and drinks (half-gallon, pint, and half-pint; these are normally ordered one full year's supply at a time); concentrates for drinks; and juices. Separate supplier sources for the major items are used.

2. Garment and Linen Service

The laundry building, of brick and cinderblock, is on campus and was constructed in 1960; a subsequent contract provided air conditioning. The building houses the college laundry, including facilities for commercial laundry and drycleaning operations; in addition, offices and a delivery-pickup window are included. Total usable space provides 13,664 square feet.

Laundry and drycleaning operations are equipment intensive. Equipment items include those listed below:

washer-extractors (automatic): 250 lb., 400 lb., two 50 lb., 25 lb.
tumble dryers: 100 lb. (four)
flatwork ironers (three pieces of large equipment: feeder, ironer, and folder)
presses (shirts, 2; utility, 12; pants, 3)
dry cleaner (automatic): 85 lbs. per hour capacity
"Steamerette"
tagging system
boiler (100 lbs. steam pressure)
air compressors (3)
storage shelving
hanging racks (military and non-folded items)
delivery vans (4).

Routine supply purchases by the Garment and Linen Service are made every two weeks from three main suppliers. Typical supply and materials items include detergents, starches, bleaches, dry cleaning soap, mineral spirits, and spot removers.

3. College Enterprises

Built in 1957, the structure housing College Enterprises is aptly located on a campus through street to facilitate serving both College and public customers. Almost all of the building's 6,440 square feet is utilized by College Enterprises; a small portion, however, is occupied by the College post office.

Equipment and facilities of the businesses forming College Enterprises are listed below:

Bakery
delivery truck
proof ovens
baking ovens
refrigerator-cooler
bread slicer
dough mixer
roll machines
donut machine

Snack Bar
grill
tables, chairs, stools
freezer-refrigerator
soft ice cream maker
cash register

Convenience Store
storage-display fixtures
cash registers
adding machine
gondolas
freezer boxes
gasoline storage and pumps

Food Manufacturing
steam pressure cookers
broilers
deep fryers
freezers

Procurement of materials for the Convenience Store and related enterprises is from several suppliers, depending on items. Inventory turnover is estimated at seven to eight times per year. Supplier procurement conditions include consignment (health foods), credit, and COD. Store suppliers fall in categories: groceries, health foods, chips, candy, clothing, and souvenir items.

Case lot purchases are made frequently by the Store, particularly for the conduct of case-lot resales (every six to eight weeks) which are done from the warehouse portion of the building.

G. PROCESSES, SCHEDULES, AND STAFFING

The day-to-day functioning of an enterprise means people doing things during specific times. Operational processes, time schedules, and work position staffing are necessary for the organization to accomplish its work. Depending on the enterprise, different characteristics may describe its activities: the Farm's processing schedule, for example, including breaking ground, planting, cultivating, and harvesting, represents a far different time cycle of activities than does that of the Bakery, for which the time cycle begins in very early morning and must be completed fully each day.

Both the activities of the enterprise and its schedule determine staffing requirements.

Oakwood College: Processes, schedules, and staffing

A general requirement for Oakwood College's industries is the need for non-student, regular staffing. Although as many students as possible are employed by the enterprises, academic schedules and time commitments create a schedule which necessarily must differ from that of the daily functioning industries. Sufficient non-student labor is therefore required for performance of industry work.

The activities, schedules, and staffing of each enterprise are briefly outlined below.

1. Dairy and Farm

The Farm naturally follows the obvious seasonal schedule: ground breaking, planting, cultivation, maturing, harvesting, and storage or sale. Farm activities provide employment for three full-time farm hands; each has several years of farming experience.

Dairy operations require a different form of operations scheduling. On a daily basis, there are several activities (milking, herd feeding, etc.) to be performed. During the week, a typical daily schedule is for milk processing (for cafeteria, Convenience Store, and other sales) to be done on Monday; drinks and juices are prepared on Tuesdays, clean-up on Wednesday, and related work on Thursdays and Fridays. Storage tanks hold unprocessed milk awaiting bulk sale or processing and packaging.

Dairy personnel also "service" the Convenience Store dairy cases. Each morning, the supply of milk, juices, and drinks, in pints, half-pints, and half-gallons, is restocked from the Dairy cooler; daily deliveries are also made to the cafeteria.

During the school year, the Dairy employs five full-time employees and nine or so students. In summer months, the students employed number about three. Of the several Dairy and Farm positions listed below, students generally are employed as deliverymen, packaging machine operators, and in equipment sanitation work:

- deliveryman
- packing machine operator
- equipment sanitation
- milking parlor operator
- processor
- inspector
- tractor operator
- harvesting machine operator
- clerical.

The Dairy personnel also keep the Dairy in top cleanliness condition; unannounced county inspections are conducted monthly; a state inspection occurs every six months.

2. Garment and Linen Service

With laundry demands characteristically heavier in summer months and drycleaning typically heavier in the winter months, with commercial (Redstone Arsenal and other) work continuing all year and with student work heaviest during school months, and with varying seasonal services provided to occupants of area motels and hotels, the Garment and Linen Service experiences heaviest demands at a time when students are available to fill positions. The enterprise, with varying staffing levels, is busy and occupied year-long. Over 20 nonstudent workers form the basic staff; about 60 students are employed by the enterprise during the school year; 7 or 8 students are employed during the summer months.

Concentrating on laundry, flat work, and drycleaning, the types of work handled include sheets, towels, pants, shirts, suits, dresses, and other items. Some 35 to 40 per cent of the volume is generated by military installation contracts.

Redstone Arsenal work is provided on a 48-hour service schedule; a route schedule is provided for homes, motels, and other clientele with route runs made four days a week. The Redstone Arsenal concession is in the base post exchange and is serviced by Garment and Linen Service delivery vans.

Garment and Linen Service occupations include

- cashier
- receiving clerks
- clerical
- shirt machine operators
- garment finishers
- checkers
- flat machine operators
- display and advertising
- deliverymen
- quality control inspectors.

Students are employed typically in check-in, flat machine operator, bagging, sorting, pants ironing, and office work.

3. College Enterprises

College Enterprises includes both production work (Bakery and Food Manufacturing) and retail work (Snack Bar and Convenience Store). The Bakery prepares breads, pies, and pastries. Food Manufacturing prepares high protein foods (meat substitutes) for cafeteria service. The Convenience Store and Snack Bar operations, supplemented by the Bakery and Food Manufacturing, obtain 80% or more of their sales during the school year; the summer season, however, is aided by sales over a ten-day period in which a large camp meeting is held. Daily schedules are long, with the Bakery and Food Manufacturing operations beginning in early morning and with Convenience Store and Snack Bar hours usually from 9 am to 9 pm.

Staffing of College Enterprises includes both full-time nonstudents and student personnel:

Bakery: employs Head Baker and four nonstudents year-round. During the school year, three to four students begin operations at 3 am; four others start at 6 am, and additional students work during daytime hours. Usually one or two students are employed in the summer.

Convenience Store: employs Manager and four nonstudents year-round. During the school year, an average of four students are on duty (each working a two-hour shift); Thursdays are busiest. One or more students may be employed in the summer.

Snack Bar: employs two nonstudents; the Snack Bar typically closes down operations during the summer and reopens when school resumes. During the school year, three students are usually on duty (each works two to three hours daily).

Food Manufacturing: Bakery nonstudent personnel, assisted by "fill-in" students from other College Enterprises, perform this work.

A list of the types of work assignments for the College Enterprises operations--work performed by both nonstudent and student personnel--is presented below:

- pie cutting machine operators
- proof box loading-unloading
- bake oven loading and unloading
- machine slicing and wrapping
- bread mixing
- pastry mixing
- deliverymen
- sanitation and inspection
- display and advertising
- cashier
- stock clerk
- bookkeeper
- price patrol.

III. PROJECTED BUSINESS

In 1976, the President of Oakwood College announced the news of a forthcoming "Furniture Assembly Plant for Oakwood." The article advised that "... a track of 6.5 acres near a much needed railroad spur has been located and approved for purchase . . . the General Conference . . . plans to raise a major portion of the \$350,000 needed to purchase the land and erect the building." This land and building facility would then be occupied by an assembly plant of Harris Pine Mills. Continuing with the announcement:

Plans are that construction will be completed in time for the plant to be operational early in 1978. Having this furniture assembly plant here in Huntsville will mean much to many. The north Alabama community will get a look at the principles and operations of a major Seventh-day Adventist business concern; the students will learn skills hitherto unavailable in our program and the business office will be blessed with cash payments instead of the traditional work credit write-off that characterizes 90% of our student labor and places such a hardship upon the cash needs of the college.

— p. 3, Oakwood College Alumnarian, Fall 1976.

The purpose of this part of the report is to describe Oakwood College's participation in this economic venture. The subparts of this part of the report are organized to discuss the Venture Process, or ad hoc flow, of enterprise concept and establishment as set forth in Exhibit 1 (see page 3). The subparts are:

- A. Concept and rationale
- B. Proposal and decision
- C. Project planning, goals determination, testing, and evaluation
- D. Start-up with planned goals.

The anticipated benefits to be derived from the venture are described in Part V, "Conclusions."

As was done in Part II in discussion of dynamic flow status descriptors, the subparts of this section briefly describe the topic and then use the Oakwood College projected venture in illustration of their application.

A. CONCEPT AND RATIONALE

The venture process originates with concepts and ideas. These beginnings lead toward explicating the what, when, who, where, why, and how of eventual enterprise proposal, decision, planning, and implementation. Often requisite for such development are such factors as (1) recognition of a need or available opportunity, (2) existence of a favorable venture climate, and (3) availability of an individual or group to fill the role of venturer.

Oakwood College: Concept and rationale for business venture

In 1971, an institutional self-study was conducted by Oakwood College. Concluding a review of the College's objectives and the programs directed to their attainment, the study committee recommended:

That realistic study be given to incorporate into the curriculum such courses that would provide varied vocational and manual training programs not only to meet the needs of students, but also to perpetuate one of the original objectives upon which Oakwood was founded; further, that the present college industries be expanded, and if feasible, new ones be created in order to provide vocational training experiences and greater work opportunities for students.

— p. 88, An Institutional Self-Study of Oakwood College, 1969-71.

In the 1970's, expansion of the College has been accompanied by expansion of the present college industries. In addition, as a result of the objective of industrial expansion, the College has been successful in attracting a major business to occupy facilities provided by the College and to employ a large number of students.

Concept and rationale in this instance arose from the dual need of the College to provide cash income to students and the opportunity through the General Conference of Seventh-day Adventists to request participation in industrial development, i.e., in the establishment of a Huntsville, Alabama, location of a Harris Pine Mills assembly plant.

B. PROPOSAL AND DECISION

As a step of the venture process, the prospective venturer constructs a comprehensive "proposal" and submits it to sources of venture approval (often also of funding capital). Proposal and decision include complex, and interrelated, aspects: (1) Are the concepts

(and comprehensive proposal facts and projections) viable? and (2) Can financial and other resource support be safely and profitably provided? A favorable decision lends sanction and support to the venture.

Oakwood College: Proposal and decision for venture concept

Participants in developing the projected business at Oakwood College have included

- Oakwood College
- Harris Pine Mills
- General Conference of the Seventh-day Adventist Church.

The development actions led to preparation of a proposal which was, in 1976, "... voted by the college board." Similar approval for the project plans was provided by Harris Pine Mills, Inc. In addition,

... a blue ribbon committee of church administrators and counselors has been appointed to serve as a steering committee for fund-raising in connection with this project.

- p. 3, Oakwood College Alumnarian, Fall 1976.

C. PROJECT PLANNING, GOALS DETERMINATION, TESTING, AND EVALUATION

Once approved and supported, the venture concept has evolved into the status of a venture project. The objective of the project is to plan, set goals, test, and evaluate; then, to acquire the necessary resources and "start-up" the planned enterprise.

Oakwood College: Planning, goals, testing and evaluation

The developmental steps since approval of the proposal have included fund raising, initiation of community involvement, announcement of the plans to Oakwood College constituencies, cooperative planning with Harris Pine Mills to develop start-up and operational programs, and readiness of plans for site preparation and building construction. The following excerpt indicates the relationships and planning which have characterized Oakwood College's projected business:

Oakwood College and Harris Pine Mills, Inc., ... have joined together to construct and operate a finished-furniture assembly plant near the college ... Harris Pine Mills, the eleventh-largest furniture manufacturer in the country, will provide initial equipment, technical assistance and management expertise to

insure the success of the new operation (the twenty-sixth such plant of which they have overseen development). The college will provide the resources necessary to erect the building. . .

The finished-furniture assembly plant is actually one of several divisions of Harris Pine Mills, the others being lumber, upholstered furniture, and California redwood products. Harris Pine Mills is a fully-integrated industry handling all parts of the process from the growing tree to the finished product. In the case of finished-furniture, parts milled in one state are shipped to assembly plants far away, closer to markets. The assembly branches are strategically located so as to reach with ease the great markets of the nation.

— from (draft) Concept Paper for a Harris Pine Mills/Oakwood College Finished-Furniture Assembly Plant, Oakwood College, May 1977.

D. START-UP WITH PLANNED GOALS

Start-up involves bringing plans to fruition: acquiring necessary resources, readying them, and then implementing the plans. At the time of start-up, the venture project becomes the ongoing enterprise, itself characterized (as in Part II of this report) by status descriptors including

- Lines of business
- Markets and marketing
- Permissions and protections
- Management and business services
- Financial
- Space, facilities, and materials
- Processes, schedules, and staffing.

Oakwood College: Start-up with planned goals

In late fall, 1977, Oakwood College held the ground breaking for the projected business. Major steps to follow include site preparation, building construction, and the beginning of operations of the new industry.

IV. EXPERIENTIAL EDUCATION

A recent book, Rationales for Experiential Education, defines experiential education as "... learning outside the normal classroom environment that has been planned for prior to the experience." The authors conclude that

Taken as a whole, the literature of experiential education calls for a new interpretation of the relationships of the individual to those institutions that affect him, including education, the work place, and citizenship. Furthermore, this literature demands a reinterpretation of the relationship of these three dimensions of modern life to one another. The writers suggest that to create an environment hospitable to true 'life-long learning' the relationships must be redrawn in such a way that the individual can gain more from all three activities and see that the three activities are not necessarily unrelated. . . .

-- p. 43, Rationales for Experiential Education. (Robert F. Sexton and Richard A. Ungerer, ERIC/Higher Education Research Report 3, Washington, D.C.: American Association for Higher Education, 1975.)

The concepts of life-long learning and of relating learning, working, and serving resemble closely the philosophical foundations upon which Oakwood College was founded. A recent description of the Oakwood College Industrial Self-Help Program (1976) observed that "... the school from its very beginning initiated a built-in self-help aspect in the form of school industries which was a part of the philosophical design to train head, heart, and hand."

This part of the report considers the principal characteristics of experiential education. As was done in Parts II and III, principal features of the topic are discussed separately, with Oakwood College case study findings supplementing the text as illustrations of their application. The subparts include

- A. Definition of experiential education
- B. General themes
- C. Forms of implementation
- D. Work arrangements
- E. Work supervision
- F. Outcomes of experiential education.

A. DEFINITION OF EXPERIENTIAL EDUCATION

The Rationales book defines experiential education as being

. . . learning activities outside the normal classroom environment, the objectives of which are planned and articulated prior to undertaking the experience, involving activity that is meaningful and real and on the same level as that of other nonstudents in the same non-classroom environment, and in which the learner has the assistance of another person (most often a faculty advisor) in expanding the learning as much as possible that takes place in nonclassroom settings. The terms internship, field experience, practicum, cross-cultural experience, service-learning, cooperative education, or 'sponsored' work experience are often used to identify these activities.

— p. 1, Rationales of Experiential Education.

Oakwood College

Oakwood College has dedicated itself, from its beginning, to a vocational education objective, among others. As viewed by the College

. . . the vocational objective of Oakwood is attained through the courses offered mainly in the departments of Applied Sciences and in Home Economics. These courses provide pre-professional and professional training which aid students in their choice and preparation for a vocation. A limited vocational training is also provided through the student-work program in a few of the industries provided by the College.

— p. 39, An Institutional Self-Study of Oakwood College.

Oakwood College views the vocational objective as ". . . directed to the immediate practical benefits of labor." While a formal program of experiential education may include its performance as requisite to degree requirements, the Oakwood College approach emphasizes the opportunities for and the developmental benefits to be derived from work. The College recognizes the difficulties--where as many as 90% of the students must work--of establishing close linkages between academic and workplace content. Indeed, the Self-Study document indicates that "While the student's work assignment may be different or less specific than his area of occupational or professional concentration, such a program is designed to create an attitude of industriousness and expectation of meaningful accomplishment as well as monetary assistance" (p. 9, Self-Study).

B. GENERAL THEMES

The Rationales report observes that "several general and interrelated themes emerge from all conceptual discussions of experiential education" (p. 6). These themes are indicated as viewing experiential education as

"a vital ingredient of 'nontraditional' education"

"a revitalizing component for general education or liberal education"

"a vital component of training for identifiable professional fields"

a means to "foster a new role for the university in the community"

"important for achieving 'new' educational missions, such as developing interpersonal skills or career awareness."

The report further indicated that

A review of the literature turns up numerous pleas for the greater integration of the world of work and education. It is popularly agreed that work experience and various forms of experiential education unquestionably meet important student needs for career exploration, career testing, and various forms of career development. Furthermore, work opportunities for young people can be examined in the context of society's total employment policies and specifically the problems of youth employment.

— p. 24, Rationales for Experiential Education.

Oakwood College: General themes

Experiential education--at Oakwood College the concept of training youth in "head, heart, and hand"--was inherent in the philosophy upon which the College was founded. In a broad sense, Oakwood's community is its parent church; the College has the responsibility of training youth for service. In a 1970 article in Southern Tidings, a monthly journal of the Southern Union Conference of Seventh-day Adventists (Vol. 64, No. 4, April 1970), the dean of academic affairs of Oakwood College observed that ". . . Oakwood graduates and former students are serving in positions of responsibility in the church, in government, and in industry. Within the church, the spectrum of their service and leadership extends from the pulpit to the highest echelons of the church organization."

C. FORMS OF IMPLEMENTATION

Forms of experiential education include both off-campus and on-campus activities.

Off-campus approaches typically include some variety of "cooperative education," an education-work approach in which school, student, and employer cooperate in linking work experience and academic studies.

Cooperative education can refer to any one of the number of types of off-campus productive work ... In the vast majority of institutions, however, cooperative education is still conducted in accordance with the traditional definition. This definition requires that the following factors be adhered to as closely as possible:

- (1) The student's off-campus experience should be related as closely as possible to his field of study and individual interest within the field,
- (2) The employment must be a regular, continuing and essential element in the educational process,
- (3) Some minimum amount of employment and minimum standard of performance must be included in the requirement for the degree or certificate presented by the school,
- (4) The working experience will ideally increase in difficulty and responsibility as the student progresses through the academic curriculum and, in general, shall parallel as closely as possible his progress through the academic phase.

— p. 29, Handbook of Cooperative Education.

(Asa S. Knowles & Associates, 1971, San Francisco:
Jossey-Bass Inc., Publishers)

On-campus approaches include student part-time employment, which in recent years has received financial assistance from the provisions of the Federal Work-Study Program. An informative summary history of the development of student on-campus employment explains that

While it is debatable whether work is the oldest formalized student financial aid, its establishment as a program on college and university campuses does go back several decades. Historically, student employment programs on campus have evolved as the needs of students have determined such actions. Prior to the early 1900's, student employment programs were not always under the jurisdiction of university and college administrations except at those institutions traditionally based upon a student work philosophy. Independent agencies helped by recognizing students' needs and were instrumental

in the development of structured on-campus work programs. Campus-based YMCA's and other agencies allied with or supportive of the universities handled off-campus work programs, and their examples were used in some cases as guides in establishing student work offices.

The advent of the National Youth Administration in the early 1930's with its federally subsidized college student employment based on financial need did much to provide impetus for the development of formal on-campus work programs. For the first time, many campuses were exposed to and utilized formal employment applications, job classifications, payment plans, and placement eligibility according to government established financial need criteria.

- p. 80, Money, Marbles, or Chalk.

(John R. Griffin and Cherie D. Lenz, chapter 8, The On-Campus Student Work Program. Edited by Roland Keene, Frank C. Adams, and John E. King (1975), Carbondale, Ill : Southern Illinois University Press.)

On-campus work positions are funded by the institution, with assistance by programs such as the Federal Work-Study Program; the latter program

... came into existence in 1965 to assist needy college students. Such students, after meeting financial-need requirements, work mostly on campus in part-time employment for a maximum of 15 hours per week, with the Federal government paying 80 per cent of their salary and the college paying 20 per cent. The funds may also be used for part-time work off-campus in non-profit programs. These arrangements require a contract between the cooperating agency and the college.

- p. 30, Handbook of Cooperative Education (1971).

From the standpoint of providing financial support enabling college education, it is noted that work opportunities "compete" for the student's attention with grants, scholarships, loan programs, and other means of providing current educational funds.

Oakwood College: Forms of implementation

Oakwood College's "Financial Information 1977-78" information sheet indicates the following information for campus part-time employment:

Oakwood College provides part-time campus employment to help students defray a portion of their educational costs. Students desiring campus employment must arrange class schedules which will not conflict with the working schedules. The college offers approximately 800 campus part-time jobs. These part-time campus jobs will be assigned on the basis of job interview, dependability, work experience, and the date of application. Students are encouraged to contact the various managers on campus for availability of work in their respective departments.

Called at Oakwood College the "Industrial Self-Help Program," the general objectives are "(1) to help students earn to pay school expenses, (2) to instill in students the dignity and discipline of useful labor . . . , and (3) to generate income for the institution to assist in meeting operational expenses." The program is funded in part by Federal Work-Study Program participation, but largely through Oakwood College's work scholarship ("labor credit") approach.

Federal Work-Study Program participation by Oakwood College began in 1967; with 80% federal and 20% college contributions, total funding levels for year-end 1970 and 1975, respectively, were approximately \$38,000 and \$123,000. The program provides funds for approximately 30% of on-campus student positions. These positions are in the administrative, academic, physical plant-security, and industries departments of the College.

Oakwood College's labor credit program began with the College, in 1896. This program, fully funded by the College (and in part by the industries for which this case study was prepared), presently supports approximately 70% of the on-campus student work program. One notable feature is the fact that students, with few exceptions, are not paid in cash. Instead, the compensation value of time worked is credited toward the student's prearranged labor credit account. Further details on the work arrangements of this program are provided in subpart D, "Work Arrangements." Positions funded by labor credit are in the academic, administrative, industries, and physical plant-security departments of the College.

On a combined basis, considering both positions funded by Federal Work-Study and Oakwood College labor credit programs, positions in the administrative and academic departments employ approximately two-thirds of student workers (monitors--dormitory and other--are included in the administrative department count). Student positions in the administrative and academic departments often offer the students the closest work experience/academic study relationships: accounting, secretarial, and clerical jobs in administration; reader, laboratory assistant, teaching assistant, and secretarial jobs in academic offices.

D. WORK ARRANGEMENTS

Work arrangements for experiential education programs, while fitted to individual needs, should meet several basic criteria:

A good work program serves the philosophy and the mission of the institution.

The endorsement and support of the institution's chief administrator are all important.

A sound work program must have sufficient funding for the employment of students.

A variety of jobs is necessary to accommodate the educational and financial requirements of students.

A student job classification plan is needed that includes student job descriptions.

A good work program should have defined goals and objectives.

A work program can be no better than are the immediate supervisors of the students.

A good work program should have a central office to administer the program and a work program administrator who can provide the leadership for effective functioning of the program.

Students must be considered as important members of the institution's personnel team.

Students seeking employment should know how to work or be willing to learn from someone who does.

In the best interests of students and the institution, students should be registered, allowing a daily time block of two to four hours in which to work.

Evaluation of Student Work Experiences with the records placed in the student's placement files.

— pp. 323-327, Work and the College Student.
(Frank C. Adams, chapter 44, "The Criteria for a Good Work Program.")

Questions often asked are "How much should students work?" and "Does working affect their grades?"

In an ideal on-campus program, the work office would want to initiate studies as to the number of hours students might be able to work and still maintain satisfactory academic performance. Such studies would be extremely useful in packaging employment effectively in financial aid and also in determining what turnover would result if certain maximum hour limits are not followed. The latter is an important factor in selling and retaining the on-campus employers of students. In their own experience, the authors have found that ten to fifteen hours of work can easily be absorbed into the weekly routine and help to gear the student to better utilization of time. In a doctoral dissertation completed by Bruce Kelly at the University of Illinois in 1970, it was indicated that there was no significant grade point difference between the working and non-working student.

- pp. 87-88, Money, Marbles or Chalk. (John R. Griffin and Cherie D. Lenz, chapter 8, "The On-Campus Student Work Program.")

On the point of grade differences between working and non-working students, the Berea College Vice President for Labor and Student Life has found (for 10-15 hours/week)

. . . that there is no correlation between hours worked and academic achievement. The only slight correlation we found was at the bottom of the scale. The student who did poorly academically tended to work fewer hours and to do poorly in his work--and vice versa. A problem student is a problem student.

- p. 166, Work and the College Student. (William R. Ramsay, chapter 21, "The Work-Study Development Project at Berea--A Progress Report.")

Such data suggests, then, that a college's work program, just as its academic program, must be established with policies, procedures, and practices to ensure proper functioning and use.

Oakwood College: Work arrangements

Upon registration in the College, the student may pay the tuition and residence hall packages in full, or, as an alternative, pay approximately 75% in advance. The remaining amount may be subsequently paid in cash or the student may locate on-campus employment and arrange to repay the amount either under the Federal Work-Study Program (if the position found is so funded) or as a "labor credit" account. If the student does this, the student works approximately 10 to 14 hours per week (having arranged the academic schedule to allow this), and completes periodic time sheets which the supervisor signs, whereafter the time record is forwarded to student finance. Students working in the Federal Work-Study Program pay the business office from their income; students working in "labor credit" positions have the income equivalent of their work hours posted to their student work accounts.

Several aspects of Oakwood College's student work program are considered below, with quoted statements from the Bulletin indicating the College's position on each:

1. Selection and placement:

The primary purpose of the Financial Aid Program is to provide assistance to students who, without such aid, would be unable to attend college. In selecting students to receive financial assistance, the college will also place emphasis upon academic achievement and character.

In the operation of its plant, the College offers a limited amount of work to worthy students, and they are expected to give conscientious attention to the work assigned to them. The management will assign students to departments where work is available. Changes to other departments cannot be made merely upon request. When a student is assigned to a department, it is expected that he remain there for the entire school year. In some cases, exceptions to the foregoing are made by the management.

2. Attendance and tenure:

Work may be assigned in the service departments, the administrative offices, and in the industries of the College. The industries are operated by the College to provide work for the students. These industries do business with customers that require daily schedules. They must have a uniform working force. Students assigned to these industries must continue their work schedules to the end of the term. Any student who drops his work schedule without making proper arrangements may be dropped from class attendance until such arrangements are made, and his account becomes immediately payable in cash.

To the best of its ability, the College makes an effort to provide students with jobs; however, it cannot guarantee work to a student even though his application may have been accepted on a plan calling for an approximate number of hours of work per week. Some students choose class schedules with classes so scattered that a reasonable work program is impossible. Some are physically or emotionally unable to work. Others, for various reasons, fail to meet work assignments. It is the responsibility of the student to render acceptable service to his employer in order to retain a job.

Should a student find it necessary to be absent from work, he must immediately make arrangements with his work superintendent. In case of illness, he will also inform the health service.

3. Performance:

Work assignments are retained on the basis of scholarship, dependability, and conduct.

Students who must earn a large part of their college expenses will not be permitted to carry as much college work as those students who are able to devote all of their time to their studies.

Students' work records are filed by the employer showing the employer's evaluation of the student's work habits covering his attendance, dependability, cooperation, skill and speed.

... students are advised not to work more than the assigned hours without prior approval from the Finance Officer.

4. Supervision: see the separate discussion in subpart E, following.

E. SUPERVISION

One of the "criteria for a good work program" cited in the preceding subpart was that "a work program can be no better than are the immediate supervisors of the students." To elaborate, Frank C. Adams has further explained that

Good supervision is the bulwark of a good work program. Supervisors are to student work experience what teachers are to the classroom learning. There must be cooperation and unity of purpose with supervision and the student employment staff. No work program can be successful without the support of faculty, staff and students.

— p. 325, Work and the College Student.

In another chapter of the same book, Vice President Ramsay of Berea College indicates special characteristics of students as workers, indicating that "these are important in dealing with the special requirements of position or project development, supervision and evaluation for student work assignments":

Student workers are different in some important ways from other workers . . .

- (1) Students are short-term employees;
- (2) Students' perception of time tends to be in shorter periods than supervisors or other employees;
- (3) Students have a desire for quick results and impact;
- (4) Students are free from constraints of experience or of vested interest in long-range employment.

— pp. 164-165, Work and the College Student.

Berea College has

. . . taken the analysis a step further to look at the implications for supervision. It means more emphasis on planning work, on interpreting experience and/or relating tasks to goals. It means greater tolerance in some cases, willingness to hold to standards in others. We have developed a one-day workshop for supervisors of student workers and conducted it for over 150 supervisors twenty to thirty at a time.

— p. 165, Work and the College Student.

From the supervisory standpoint, another observer notes that

Supervisors of student workers have two kinds of jobs. They must be concerned at once with both the development of the worker as a student and with successfully guiding the student as a worker in the effective production of goods or services as demanded by job objectives. The relationship of educational values to the student worker must be balanced fairly with the economic benefits to the employer. Sometimes the economic forces are so strong that production for profit becomes the overpowering force, causing the educational values which can be derived from work experience to be neglected or even ignored completely.

— p. 288, Money, Marbles or Chalk. (Wilson Evans, chapter 26, "Supervisors of Student Workers as Teachers"; also appears as chapter 52 in Work and the College Student.)

Oakwood College: Supervision

The industry manager or department head or work supervisor at Oakwood College has several responsibilities with regard to the employment of students on his staff:

1. Selection:

Students are encouraged to contact the various managers on campus for availability of work in their respective departments.

— Financial Information, 1977-1978.

2. Attendance and tenure:

Students assigned to these industries must continue their work schedules until the end of the term . . .

Should a student find it necessary to be absent from work, he must immediately make arrangements with his work superintendent. In case of illness, he will also inform the health service.

— Bulletin.

3. Training:

A young man reports for work at Oakwood's grade-A dairy for the first time. . . . 'this raw recruit very likely comes fresh from the inner city of Baltimore, Cleveland, Chicago, Los Angeles, or some other big city. The new dairyman knows only that milk is sold in cartons or plastic jugs. He may have only the foggiest notion of how milk is taken from cows and processed for the market.' It takes but a short time to transform the green city dweller into a capable dairyman.

— "Oakwood College is Industry," p. 22, The Message Magazine, September 1973.

4. Performance evaluation:

Students' work records are filed by the employer showing the employer's evaluation of the student's work habits covering his attendance, dependability, cooperation, skill and speed.

A final aspect of supervision is the value to the student, particularly when locating his or her initial work following college life, of the supervisory recommendation(s) based on part-time work experiences during college.

F. OUTCOMES OF EXPERIENTIAL EDUCATION

Programs of experiential education produce outcomes for both students and employing organizations.

The experience in experiential education is important for students:

Experiential education can be viewed as enhancing the maturation process of young people. Students participate in experiences where they learn how to accept responsibilities and to be part of the adult society. . . . Students are challenged to develop personal autonomy for their own learning and doing.

— p. 25, Rationales of Experiential Education.

In work experiences, students have opportunities to integrate theory and practice, develop understanding and skills in human relations, gain orientation into the world of work, and learn established practices, organizational operations and outlook.

(From Irvin B. Miller, "The Nature and Philosophy of Cooperative Education," chapter 14 in Work and the College Student.)

Financial outcomes are highly important to students and

. . . student employment administrators must be cognizant of the changing trend in students' desires and requests for more work opportunities to help gain education and fewer loans and less of the give-away funds in loans, grants, special funding, etc., which place a future burden on the student. Students also are interested and want to contribute to our social culture through work performance.

— p. 81, Work and the College Student. (W. L. Pederson, chapter 10, "A Critique of On-Campus Work Programs.")

Organizations employing students through experiential education programs benefit from

1. An immediate source of temporary manpower
2. Screening and recruitment of future employees
3. Access to skills and knowledge of academic institutions
4. Opportunities for supervisors, as well as interns, to learn ways to manage work and learning for themselves
5. Opportunities to examine the learning and teaching dimensions of their own organizations
6. Access to thoughts and attitudes of the young (ventilation)
7. Invigoration of permanent staff through the presence of students
8. Fostering creditable witnesses (interns and faculty) about the nature and worth of the organizations in promoting the public interest.

— p. 34, Rationales of Experiential Education.

A chapter on "Minority Students" in the Handbook for Cooperative Education discusses special educational needs of minority students and indicates the results of a survey of cooperative education minority student employment. The advantages of cooperative education programs for predominantly black colleges were reported to include

1. Better rapport with the business community
2. Stimulation of curriculum revision
3. Increase of student enrollment
4. Keeping faculty members informed about the business world
5. More efficient use of college facilities.

The advantages of cooperative education programs for minority students were ". . . classified under four headings: (1) broadened learning experience, (2) personal development, (3) interpersonal relations, and (4) financial rewards." The author explained that

Many of the comments listed under 'broadened learning experience' emphasize that black students have had little acquaintance with the variety of vocational choices open to them and that the cooperative education program provides an opportunity for the student to widen his career options and to get into the mainstream of American life. In connection with 'personal development,' respondents generally agreed that the cooperative education programs contributed greatly to arousing new hope and motivation on the part of the student, to the inculcation of confidence, independence, responsibility, and the acceleration of maturity. Under 'interpersonal relations,' some respondents emphasized how the cooperative education program results in cultural broadening by exposure to new or different life styles and learning how to cope with the non-black society. The advantages listed under 'financial rewards' included the usual observations regarding the need on the part of most black students for monetary assistance in getting into and completing college work.

— pp. 278-279, Handbook for Cooperative Education. (Lena M. McKinney, chapter entitled "Minority Students.")

Oakwood College: Outcomes of experiential education

Oakwood College does not characterize itself as being involved in cooperative education; instead, the work provided has a developmental but not necessarily an academically-related basis. Students do not receive course credits for work. Work experience is, however, a voluntary and well-integrated part of college life. The work opportunity aspect also is a part of the school's promotional and recruiting efforts. (Further discussion of benefits to Oakwood College from its Industrial Self-Help Program is provided in Part V, "Conclusions.")

For year-end 1975, Oakwood College reported an expenditure exceeding \$400,000 for student labor, including the total of work study and labor credit, an amount which approaches ten per cent of the total institutional expenditures. The College Bulletin states that "the primary purpose of the Financial Aid Program is to provide assistance to students who, without such aid, would be unable to attend college. In selecting students to receive financial assistance, the college will also place emphasis upon academic achievement and character" (p. 151, Bulletin, 1976-77).

The immediate benefit to the student is financial--deferring of up to one-fourth of tuition and residence hall package costs, an amount which is repaid as the student works through labor credit to his student work account.

Long-term values of the student employment experiences are also recognized. In a survey conducted at the time of the institutional self-study, alumni indicated that "working at Oakwood College" was felt to be ". . . an outstanding memory or activity at Oakwood that may have contributed to your success" (p. 328, An Institutional Self-Study of Oakwood College). Other colleges emphasizing student work programs have reported similar alumni responses:

In a survey of our alumni we found that the work experience during student days was more highly valued in most cases for personal growth and social values than for specific career development. Alumni reported the experience to have been important in subsequent careers whether or not the work had been related to career choices. One might conclude that what you do as work as a student is not as important as that you do work of some kind.

— p. 164, Work and the College Student. (William R. Ramsay, chapter 21, "The Work-Study Development Project at Berea.")

V. CONCLUSIONS

The back cover of the Oakwood College Bulletin bears the college seal and the motto "Enter to learn; depart to serve." The objective is realized through the College's academic and experiential education programs.

Since its inception, Oakwood College has been the steward for a distinctive philosophy of education. The basis of this philosophy is the conviction that manual training should be taught in every school to every student early enough in his career to become foundational and of assistance to him in acquiring higher development, skills and insight. It is held that the trades and vocational capabilities thus acquired can serve as sources of financial support and also as ready outlets for creative expression so essential to satisfactory human development and sense of worth.

For over eighty years, Oakwood College has furthered these philosophical and educational goals through its innovative "self-help" industries program.

— p. 2, (draft) Concept Paper for a Harris Pine Mills/Oakwood College Finished Furniture Assembly Plant, May 1977.

As a consequence of providing such self-help industries, Oakwood College's staff includes businessmen as well as educators. The perspective of the industrial program is that it

. . . serves a double purpose--it helps the students and it helps the school. It helps the student earn to learn and it gives financial support to the institution. It is quite noteworthy that visiting educators and school administrators constantly select this aspect of "self-help" as they see it in such industries as the laundry, bakery, and dairy, as being among the most outstanding features of Oakwood's educational effort. Such "self-help" industries are of even greater significance to educators in this period of inflation and money shortage.

The industrial program is truly vital and foundational to our educational effort.

— p. 4, Oakwood College Alumnarian, Fall 1976.
(H. L. Lee, "Helping our students earn to learn.")

The ways in which the industries help Oakwood College are complex and interwoven. For example, production output of the industries is provided to the College, to the extent of need, at the cost of usual market prices. Having on-campus supply sources for milk, bakery products, high protein foods, laundry, and other items is a convenience to the

College; in turn, having the College as primary customer is a source of stability for each enterprise. Further, this form of self-sufficiency retains within the College the profits on such sales.

Financially, the primary benefit to the College from the industries program derives from the opportunities provided for student employment--opportunities which provide student labor credits toward the costs of their education. The College's enterprises sell to the College and to outside markets, thus generating sales income. Because needy students are employed, payments for student labor flow back to the College to replace the cash flow which would have been required otherwise directly from students to pay the costs of their education. In year-end 1976, this process generated about \$45,000 of labor earnings (including both student labor credit and Work Study; see Exhibit 4) for the students who were employed by the Dairy and Farm, Garment and Linen Service, and the College Enterprises group. These earnings constituted 10% of total payroll (salaries, non-student labor, student labor credit, and Work Study) for both the Dairy and Farm and College Enterprises group; 23% of total payroll for the Garment and Linen Service.

Exhibit 4				
Student Labor Credit and Work Study Amounts for Students Employed by Selected Oakwood College Enterprises (year-end 1976)				
Enterprise	Student Labor Credit	Work Study	Total	% of Total Labor Costs*
Dairy and Farm	\$ 5,923	\$ 23	\$ 5,946	10%
College Enterprises	5,880	676	6,556	10%
Garment and Linen	31,559	879	32,438	23%
* Includes salaries, non-student labor, student labor credit, and Work Study.				

Secondary in financial benefit to the College is the return (profit) which the enterprises, as viable businesses, generate. For year-end June 1976, each of the enterprises studied returned a modest profit and the combined ratio of profit to total sales exceeded 2% for the enterprises studied (see Exhibit 5).

Exhibit 5			
Sales Receipts, Net Income, and Ratio of Net Income to Sales for Oakwood College Selected Enterprises (yearend 1976)			
Enterprise	Yearend June 1976 receipts	Profit (loss)	Ratio of profit to sales
Dairy and Farm	\$282,651	\$11,066	3.9%
College Enterprises	382,922	6,201	1.6%
Garment and Linen	<u>242,968</u>	<u>2,421</u>	.9%
TOTAL	\$908,541	\$19,688	2.2%

Oakwood College's Industrial Self-Help Program, with its ongoing business operations, has also served as a basis for development of a new venture (see Part III) to provide expanded experience and income opportunities for the College, its students, and the community.

The objective of the Oakwood College/Harris Pine Mills finished-furniture assembly plant is for a developing minority-group college to become the owner of a profit-making enterprise which will allow the college to grow institutionally by relating its academic concerns and skills to its constituents' economic needs and resources. Specifically, this project will

- Equip disadvantaged youth from 43 states with practical skills that will enable them to support themselves while contributing to the social and economic well-being of their respective communities;
- Augment other institutional 'self-help' industries designed and viewed as vital parts of the college's philosophy of education;
- Help students earn while they learn, making it possible to keep student tuition and other related costs down;
- Furnish profitable labor for some 110 students and 36 community residents to start, with potential for increased employment as it develops; and

- Provide a marketable product for distribution through a five-state section of the Southeast United States.

Financially anticipating a projected volume of business for the first year of operation in excess of one million dollars and growth expectancy of over twice that in two to five years, this newest venture of Oakwood College will ". . . further the goals of the future by providing employment, stability, and development for the community as well as for the school" (draft Concept Paper).

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